

**IMPROVING ENGLISH VOCABULARY USING TOTAL PHYSICAL
TO THE FOURTH YEAR STUDENT OF SDN 3 SAMBI SRAGEN**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

UMUL FATIMAH

A 320 070 197

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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APPROVAL

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ACCEPTANCE

**IMPROVING ENGLISH VOCABULARY USING TOTAL PHYSICAL
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School of Teacher Training and Education
Muhammadiyah University of Surakarta
on June 13, 2011

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Drs. H. Sofyan Anif, M.Si.

NIK. 547

TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpiece which have been written or published by others, except those which in the writing are referred in the manuscript and mentioned in literature review and bibliography.

Later, if it is proven that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, June 2011

UMUL FATIMAH
A 320 070 197

MOTTO

It's not sugar that makes tea sweet but the stirring
(Sam Levenson)

No useless effort
(Writer)

DEDICATION

This research is greatly dedicated to:

♥ **My dearest mommy and daddy,**

♥ **My beloved little sister,**

♥ **My beloved man “Ardo”, and**

♥ **All my friends who support me.**

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Wr. Wb.

Alhamdulillahirobil'alamin, praise be to almighty god Allah SWT who gives blessing, guidance, and protection to the writer, so she could finish her research paper entitled, "Improving English Vocabulary Using Total Physical Response to The Fourth Year Students of SDN 3 Sambi Sragen".

On this opportunity the writer would like to express her gratitude to:

1. *Drs. H. Sofyan Anif, M.Si*, the dean of School of Teacher Training and Education Muhammadiyah University of Surakarta,
2. *Titis Setyabudi, S. Si.*, the head of English Department of School of Teacher and Education Muhammadiyah University of Surakarta,
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4. *Dr. Phil. Dewi Candraningrum, M. Ed.*, the writer's second consultant who has guided, advised, and supported her in the process of writing the research paper,
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7. Her little sister, Wahyu Isnayni. "You make me realize how should be stronger",

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10. The members of "Wisma BRILIAN 3", Jatun, Kekeit, and Fiya. Thanks for being my family in second home,
11. All of her friends in English Department, thanks for the time being together guys!,
12. All of people who cannot be mentioned one by one, thanks for the helps.

The writer realizes that this research paper is far from being perfect. To make it better, the writer accepts any constructive criticism. At last, the writer hopes that this research paper will be useful for prospective readers.

Surakarta, June 2011

The Writer

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SUMMARY

Umul Fatimah. A 320 070 197. IMPROVING ENGLISH VOCABULARY USING TOTAL PHYSICAL RESPONSE TO THE FOURTH YEAR STUDENT OF SDN 3 SAMBI SRAGEN. Research Paper. Muhammadiyah University of Surakarta. 2011.

This research paper is aimed at describing the improvement of vocabulary mastery of fourth year student of SDN 3 Sambu using Total Physical Response (TPR). The result of the study is expected to contribute the teaching learning vocabulary.

This study is an action research. The data used in this research are derived from event, document, and informant. The data are taken from direct observation, test, interview, and document. The writer implemented two cycles, which each cycle consisted four steps that are planning, acting, observing, and reflecting. The procedures of classroom action research were applied to the twenty five student's fourth year students of SDN 3 Sambu.

Based on the observation, test, interview, and document, the writer draws the following conclusions: First, implementation of teaching vocabulary using TPR ran well. Second, teaching vocabulary by using TPR is effective to improve mastering of vocabulary. It can be seen from the significant difference of students' achievement before and after the implementation. The result of pre-test is 24,9 and the result of post-test is 82,06, so the increased of the score is 57,16. And the last, there are several advantages and disadvantages of teaching vocabulary using TPR, but it depend on the creativity of teacher.

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